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ABSTRACT

This report provides an overview of programs and services in New Jersey for single parents and displaced homemakers. The first section contains a 3-year comparison of secondary and adult female and male occupational enrollment by cluster and gender. It shows enrollment patterns in selected program areas and highlights the occupational clusters where enrollment has shifted from the traditional to the nontraditional. Data come from the New Jersey Department of Education, Office of School-to-Work Initiatives. Nontraditional programs are defined as enrollment dominated by 75% or more of one gender. A trend toward gender balance in enrollments is exhibited in business management and administrative services (secondary school and adult education), computer and information sciences (secondary), marketing and distribution (secondary), personal and miscellaneous services (secondary), and vocational home economics (secondary). An enrollment summary for the years 1994-1996 is included as an appendix. Section II contains a profile of single parents and displaced homemakers and sex equity programs funded through the Carl D. Perkins Vocational Applied Technology Education Act sex equity set-aside. This section summarizes demographic data on those receiving services and highlights program outcomes. Section III contains findings from a followup survey for Perkins-funded single parent and displaced homemaker programs in New Jersey from 1995 and 1996. This study resulted in recommendations so that these programs can help participants achieve long-term economic self-sufficiency. (Contains 20 graphs.) (SLD)

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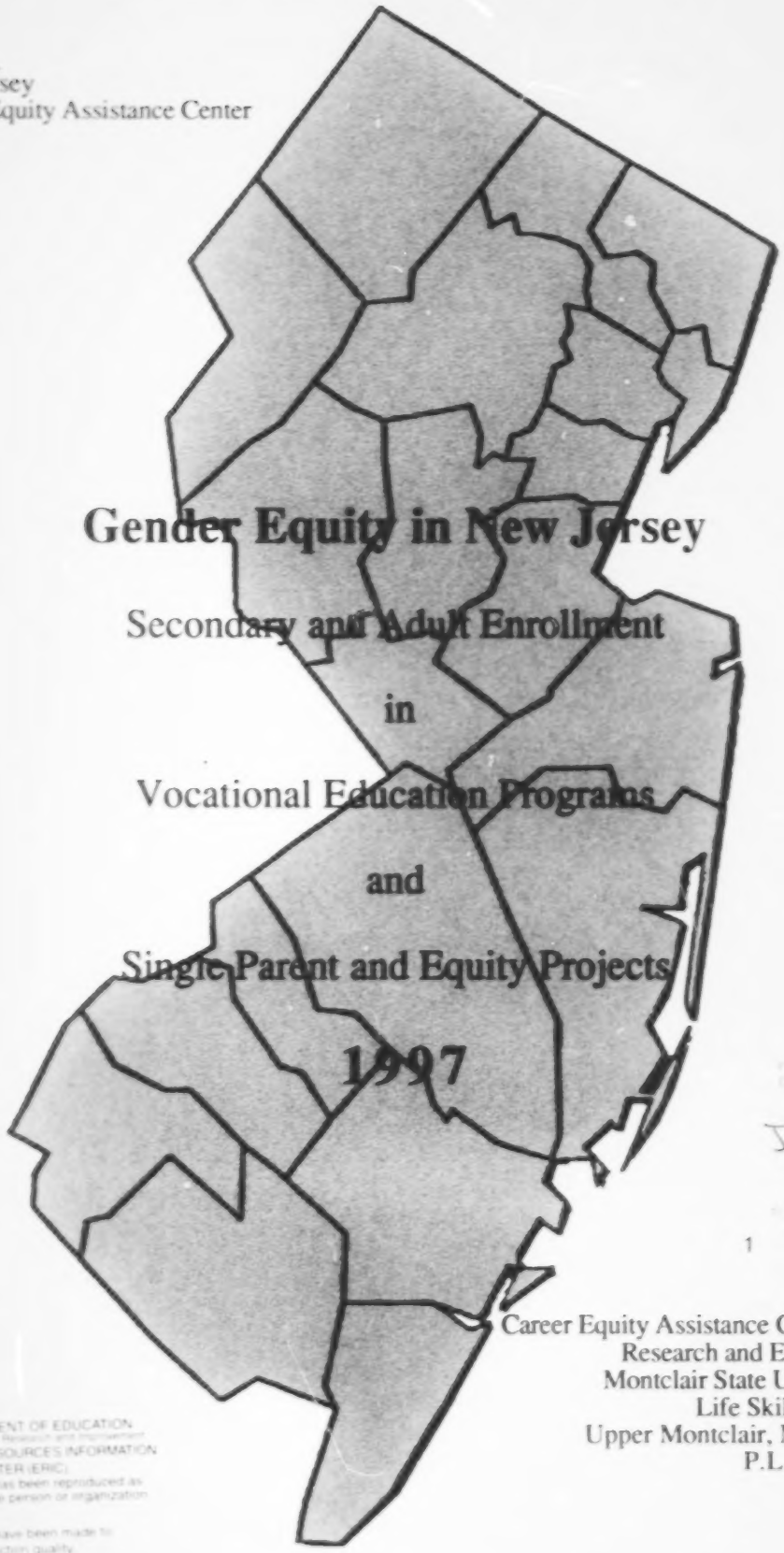

Gender Equity in New Jersey

Secondary and Adult Enrollment

in

Vocational Education Programs

and

Single Parent and Equity Projects

1997

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GENDER EQUITY IN NEW JERSEY

SECONDARY AND ADULT ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS

and

SINGLE PARENT AND EQUITY PROJECTS

1997

Prepared by:

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INTRODUCTION

The Career Equity Assistance Center, Montclair State University has compiled the annual *New Jersey Enrollment Report 1997*. The Office of Bilingual Education and Equity Issues, New Jersey Department of Education supports single parent/displaced homemaker programs throughout the state with funding from the Carl D. Perkins Vocational and Applied Technology Education Act sex equity set aside. The purpose of this report is to provide an overview of these programs and services which are relevant to the needs of the targeted populations. The three sections in this report include:

• SECTION I - a three year comparison of secondary and adult female and male occupational enrollment by cluster and gender. This section presents the New Jersey Occupational Education clusters which are groups of educational programs illustrating male/female secondary and adult student enrollment figures for the 1994 through 1996 school years. It shows the enrollment patterns in selected program areas and highlights the clusters where enrollment has shifted from traditional to nontraditional, and where gender balance has occurred. The data presented is based on the figures compiled as of March 1997 from the Department of Education, Office of School-to-Work Initiatives.

A secondary and adult three year enrollment summary for 1994 -1996 and program enrollment are included in the appendix.

Nontraditional programs are defined as enrollment dominated by 75 percent or more of one gender. Balanced enrollment is defined as a continuum between 25/75 and 50/50 percent gender enrollment. The threshold between traditional and nontraditional enrollment is therefore understood as greater or less than 25 percent enrollment and 75 percent enrollment.

A trend toward gender balance in enrollments is exhibited in:

- Business Management and Administrative Services - secondary and adult
- Computer and Information Sciences - secondary
- Marketing Operations and Distribution - secondary
- Personal and Miscellaneous Services - secondary
- Vocational Home Economics - secondary

• SECTION II - a profile of single parents/displaced homemakers and sex equity programs funded through the Carl D. Perkins Vocational Applied Technology Education Act sex equity set aside. This section summarizes demographic data on those receiving services and highlights program outcomes.

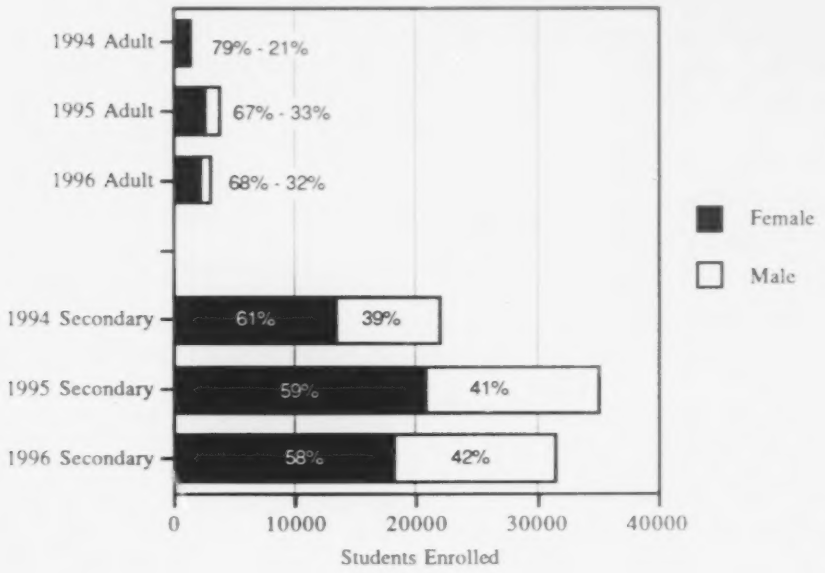
• SECTION III - a follow up survey of Carl D. Perkins funded single parent and displaced homemaker programs in New Jersey from program years 1995 and 1996. The purpose of this study was to evaluate New Jersey's Single Parent and Displaced Homemaker programs and to propose recommendations so that these programs can continue to effectively help the participants achieve long term economic self sufficiency.

SECTION I

BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES

1994-96

Business Management and Administrative Services is a group of instructional programs that prepares individuals to perform managerial, research, and technical support functions related to the commercial and/or non-profit production, buying, and selling of goods and services.



• **Adult:** Adult enrollment in Business Management and Administrative Services shows a 1 percent increase in female enrollment and a 1 percent decrease in male enrollment from 1995 to 1996.

• **Secondary:** Secondary enrollment for the same time period shows female enrollment decreased and male enrollment increased each by 1 percent.

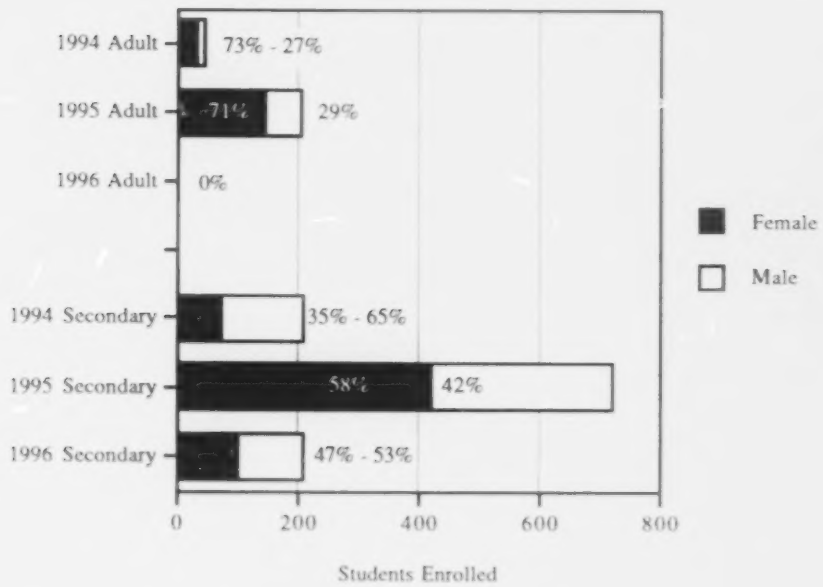
• **Nontraditional:** The percent of females and males in Secondary and Adult enrollment shows little change but, overall enrollment declined in 1996. The Business Management and Administrative Services cluster is not considered nontraditional for males. However, unbalanced enrollment remains in some programs which include: Medical Administrative Assistant and Administrative Assistant/Secretary.

On the Gender Equity Scale, enrollment in Business Management and Administrative Services programs is considered balanced.

COMPUTER AND INFORMATION SCIENCES

1994-96

Computer and Information Sciences is a group of instructional programs that describes the design, development and operation of electronic data storage and processing systems, including hardware and software.



• **Adult:** Adult enrollment in Computer and Information Sciences has not been reported for 1996.

• **Secondary:** Total secondary enrollment in Computer and Information Sciences dropped by 71% from 1995 to 1996. However, the gender balance in enrollment was maintained.

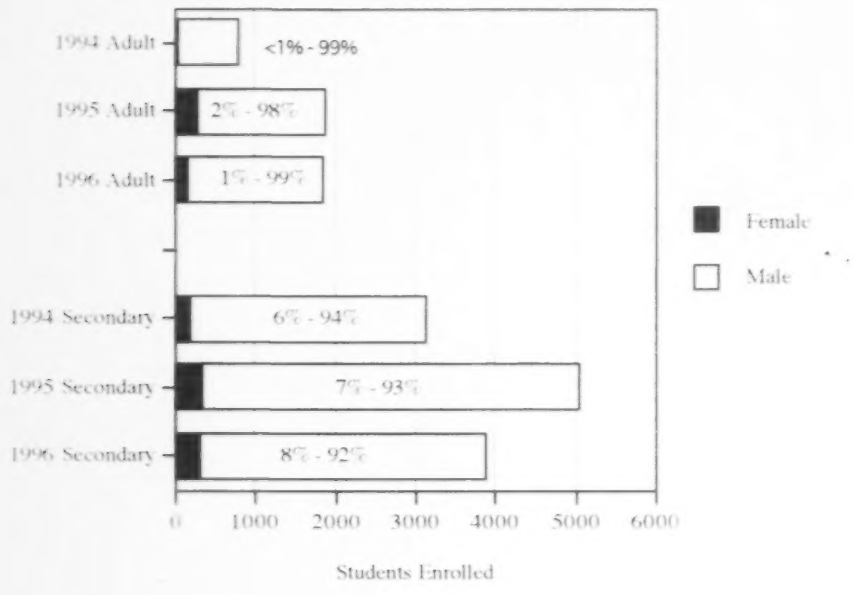
• **Nontraditional:** Gender enrollment in Computer and Information Sciences for secondary students in 1996 appears to be balanced.

On the Gender Equity Scale, enrollment in Computers and Information Sciences programs is considered balanced.

CONSTRUCTION TRADES

1994-96

Construction Trades is a group of instructional programs that prepares individuals to use technical knowledge/skills in the building, inspecting, and maintaining of structures and related properties.



• **Adult:** Total adult enrollment in Construction Trades has slightly decreased from 1995 to 1996. However, female enrollment has declined by almost half leaving female enrollment at 1%.

• **Secondary**: Total secondary enrollment also has declined from 1995 to 1996. However, while female enrollment is less in 1996, the percent of females has increased to 8%.

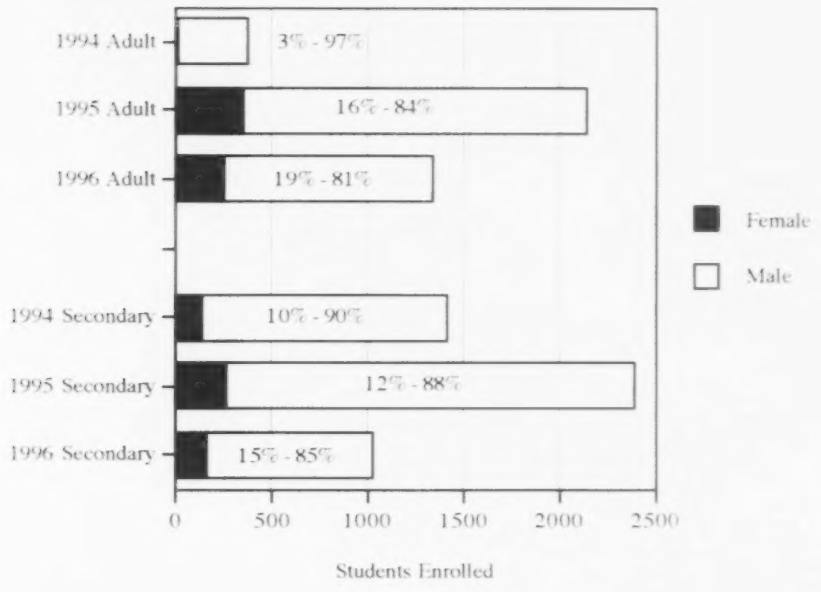
• **Nontraditional**: The occupational education programs in this cluster with low female enrollment include Plumber/Pipefitter, Painter/Wallcoverer, Electrician, and Building /Property and Maintenance Manager.

On the Gender Equity Scale, enrollment in Construction Trades programs remains traditional for males. Secondary female enrollment has increased by 1% for 1996.

ENGINEERING RELATED TECHNOLOGY

1994-96

Engineering Related Technology is a group of instructional programs that prepares individuals to apply basic engineering and technical skills in support of engineering and related products.



• **Adult:** Adult enrollment in Engineering Related Technology has declined from 1995 to 1996, but the percent of female enrollment has increased 3%.

• **Secondary:** Secondary enrollment shows decline in numbers for both males and females, but as with adult enrollment the percent of females has also increased 3%.

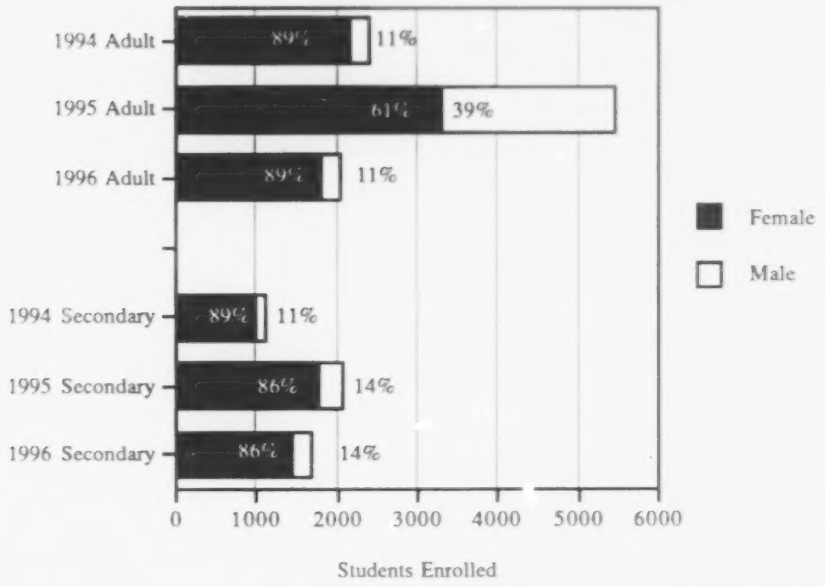
• **Nontraditional:** Although the percent of adult and secondary female enrollment continues to increase year to year, total enrollment numbers have declined. The occupational programs within this cluster with the highest male enrollment include Electronic/Communication Engineering, Auto Engine Technology and Computer Maintenance Technology.

On the Gender Equity Scale, enrollment in Engineering Related Technology programs remains traditionally male dominated.

HEALTH PROFESSIONS AND RELATED SCIENCES

1994-96

Health Professions and Related Sciences is a group of instructional programs that prepares individuals to provide health care or related research and support services to individuals or groups.



• **Adult:** Adult enrollment in Health Professions and Related Sciences shows a decrease in total enrollment for 1996. The number and percent (28%) of males has significantly declined while the percent (28%) of females has increased.

• **Secondary:** Secondary enrollment in this cluster has declined, however, the male/female percent remains the same for 1996.

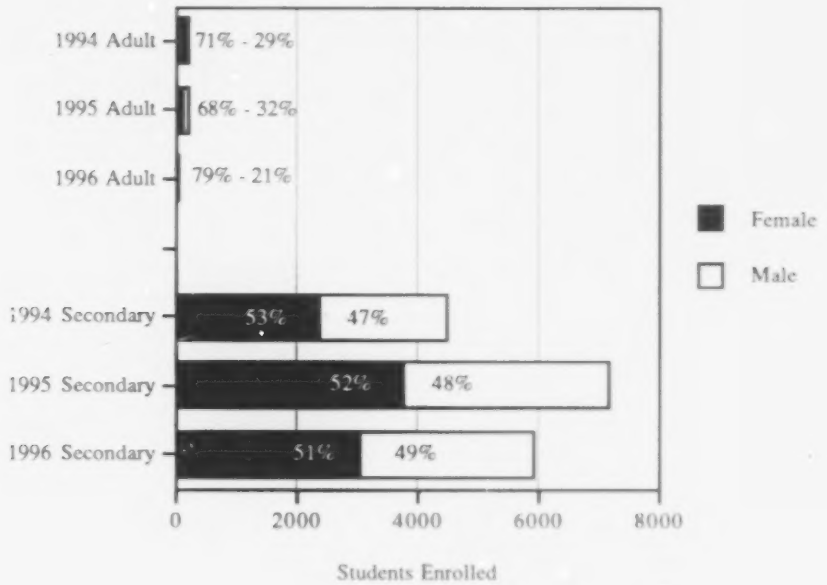
• **Nontraditional:** Female enrollment dominates in this cluster. Occupational programs with the highest female enrollment include, Nurse Assistant/Aide, Health Aide, Practical Nurse/LPN Training and Dental Assistant.

On the Gender Equity Scale, enrollment in Health Professions and Related Sciences is traditional for adult and secondary females.

MARKETING OPERATIONS AND DISTRIBUTION

1994-96

Marketing Operations and Distribution is a group of instructional programs that prepares individuals to plan and execute, at the operational or district sales level, the promotion and distribution of ideas, goods and services in order to create exchanges that satisfy individual organizational objectives.



• **Adult:** Adult enrollment in Marketing Operations and Distribution has declined from 1995 to 1996. In the 1996 cluster the percent of female enrollment increased and the percent of male enrollment decreased 11% respectively.

• **Secondary:** Secondary enrollment remains gender balanced with a 1% increase for females and 1% decrease in male enrollment.

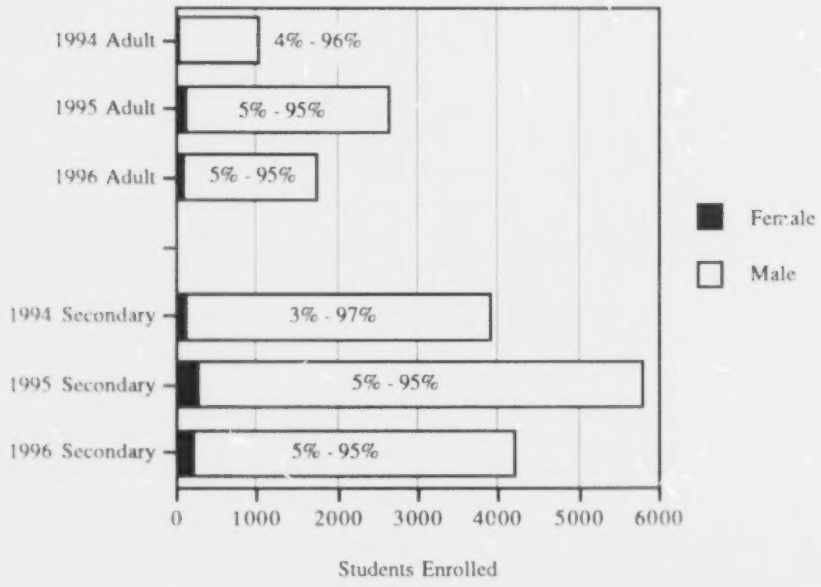
• **Nontraditional:** Adult enrollment has reverted to gender unbalance for 1996, while secondary enrollment continues to be gender balanced. General Marketing Operations, Hospitality/Recreation Marketing Operations, Fashion and Business Services Marketing Operations are occupational programs which have unbalanced enrollment.

On the Gender Equity Scale, enrollment in Marketing Operations and Distribution has changed to slight imbalance for adults, but remains balanced for secondary students.

MECHANICS AND REPAIRERS PROGRAMS

1994-96

Mechanics and Repairers is a group of instructional programs that prepares individuals to apply technical knowledge and skills to the adjustment, maintenance, part replacement, and repair of tools, equipment and machines.



• **Adult:** Adult enrollment in Mechanics/Repairers Programs increased significantly in 1995, but in 1996 decreased by 35%. However, the percent of male/female enrollment remained the same.

• **Secondary:** Total secondary enrollment also declined since 1995, however, as with the adult enrollment the percent of male/female enrollment did not change.

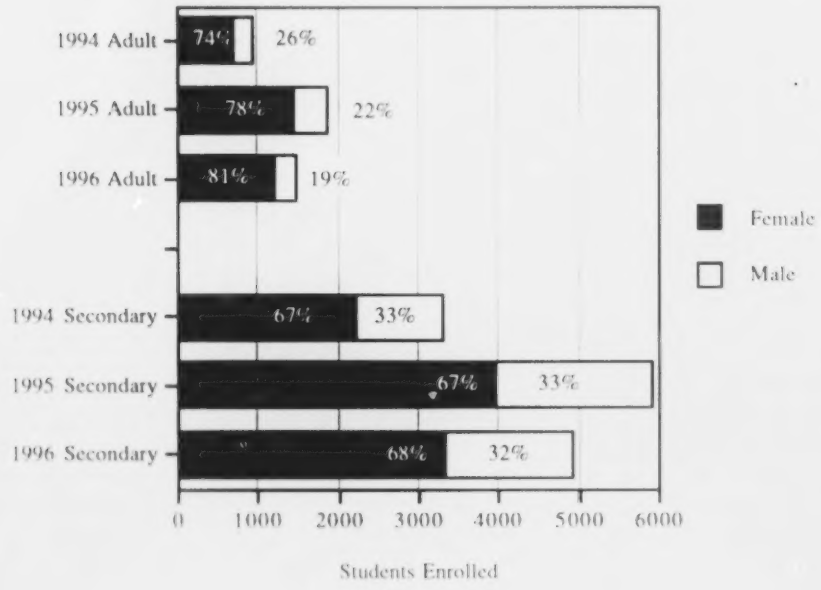
• **Nontraditional:** The improvement in the gender balance from 1994-1995 has been maintained through 1996. However, enrollment in this program cluster remains male dominated. The occupational programs with the highest female enrollment are: Automotive Mechanic and Automotive Body Repair.

On the Gender Equity Scale, enrollment in Mechanics and Repairers still remains traditional for males, although the percent of female enrollment has not declined.

PERSONAL AND MISCELLANEOUS SERVICES

1994-96

Personal and Miscellaneous Services is a group of instructional programs that prepares individuals to provide a variety of services to individual consumers as well as to organizations such as businesses and industries.



• **Adult:** Adult total enrollment in Personal and Miscellaneous Services has decreased for 1996. Adult male enrollment declined from 1995-96 in this traditionally female dominated program cluster.

• **Secondary:** Total secondary enrollment also declined since 1995. However, the gender balance has remained at almost the same levels.

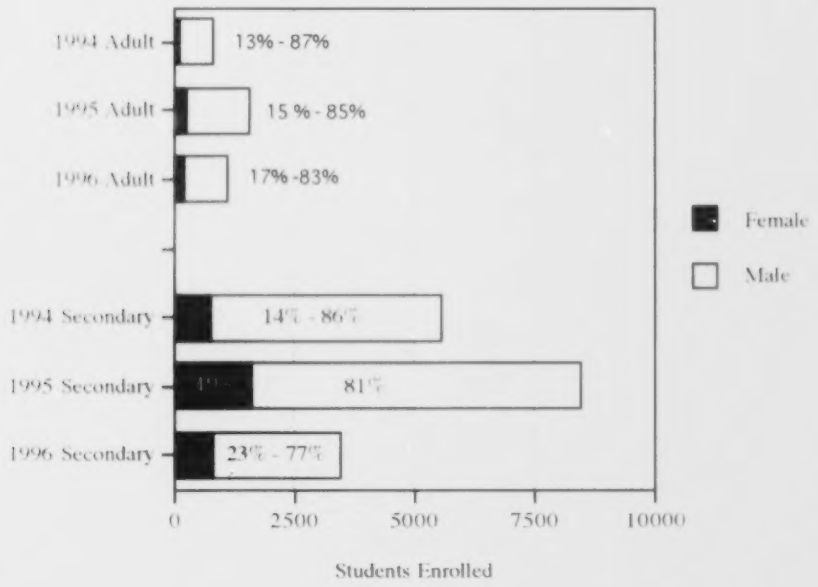
• **Nontraditional:** Programs within this cluster that are at or near gender balance are: Kitchen Personnel/Cook Assistant, and Culinary Arts/Chef Training for secondary students.

On the Gender Equity Scale, enrollment in Personal and Miscellaneous Services is at gender balance for secondary students but adult enrollment remains traditional for females.

PRECISION PRODUCTION TRADES

1994-96

Precision Production Trades is a group of instructional programs that prepares individuals to apply technical knowledge and skills to create products using techniques of precision craftsmanship or technical illustration.



• **Adult:** Total adult enrollment in Precision Production Trades remains traditional for male, however, the percent of female enrollment increased slightly in 1996.

• **Secondary**: Total secondary enrollment dropped in 1996; however, the percent of female enrollment increased, bringing the program cluster closer to an equitable balance.

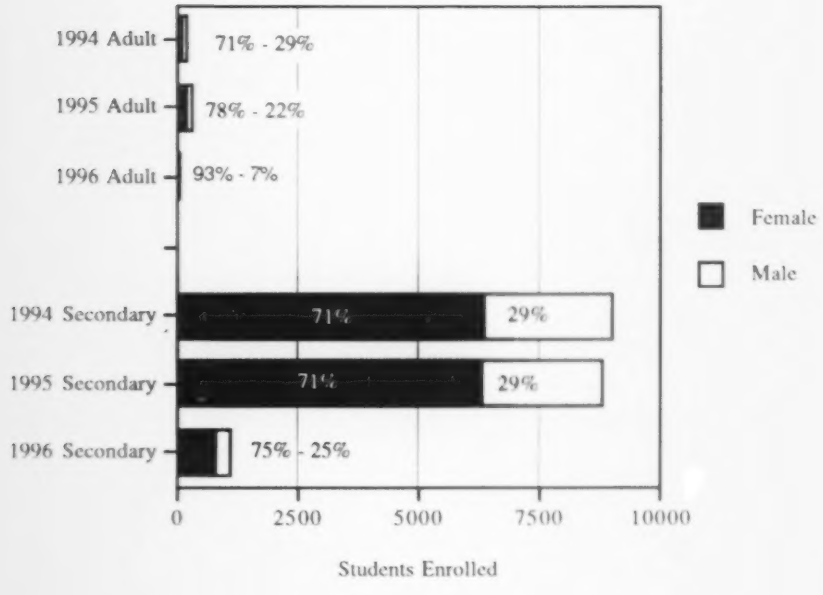
• **Nontraditional:** Programs with the highest female enrollment, nontraditional for this occupational education cluster, include Graphics/Printing Operations, Drafting, Mechanical Typesetting and Upholsterer.

On the Gender Equity Scale, enrollment in Precision Production Trades Programs remains traditional for males but is moving toward gender balance, particularly at the secondary level.

VOCATIONAL HOME ECONOMICS

1994-96

Vocational Home Economics is a group of instructional programs that describes competencies in home economics which prepare individuals for the occupation of homemaking, for paid employment, and for organizing and managing business undertakings and services.



• **Adult:** Adult enrollment in Vocational Home Economics has decreased in numbers since 1995. Adult enrollment remains significantly lower than secondary enrollment in this area.

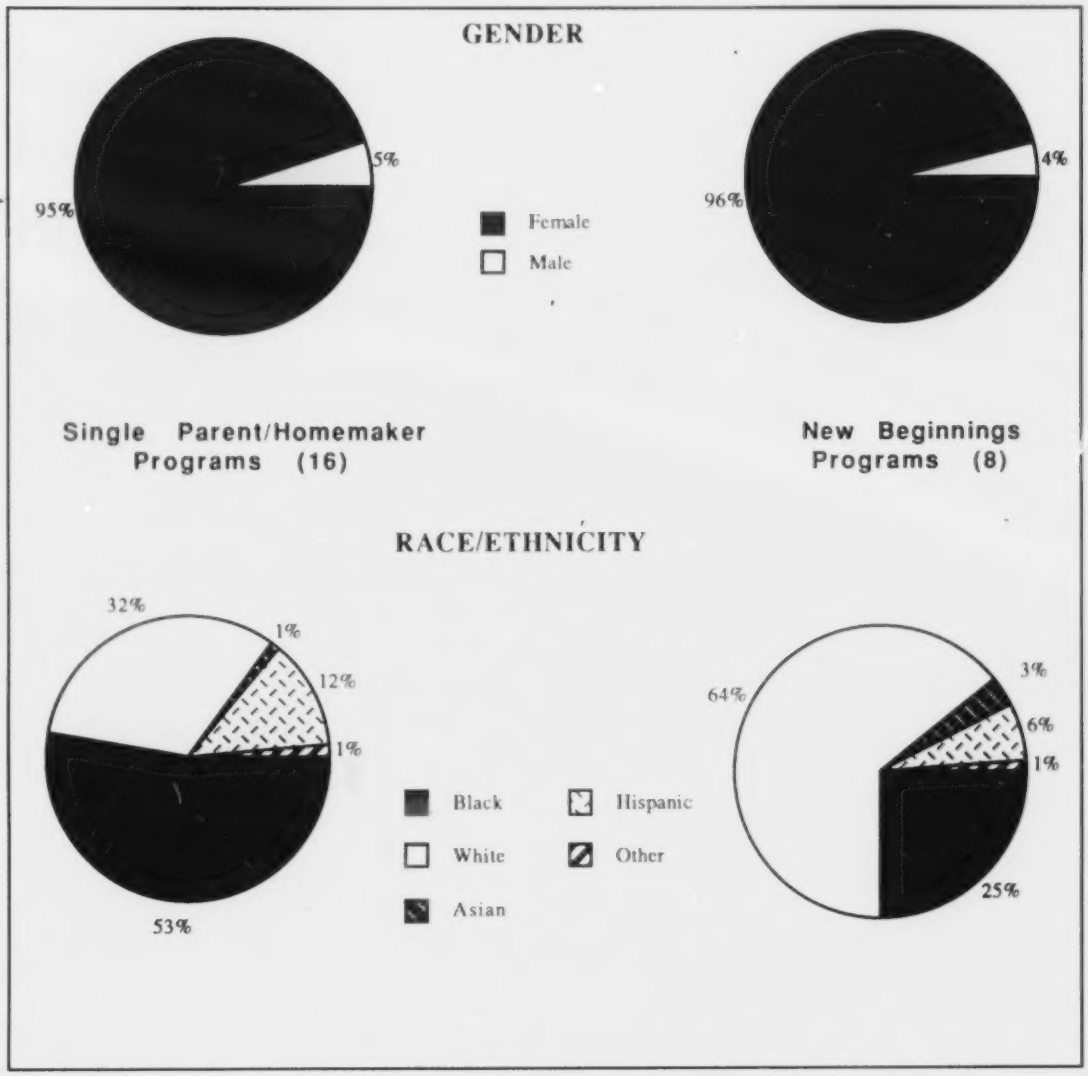
• **Secondary:** Total secondary enrollment showed a marked decrease of 79% from 1995-96. There was also a slight decrease in male enrollment in this cluster in 1996.

• **Nontraditional:** Vocational Home Economics remains traditional for adult female students. Secondary enrollment continues to show gender balance. Occupational programs in this cluster with the highest male enrollment are: Child Care Provider and Child Development/Care/Guidance/Worker.

On the Gender Equity Scale, enrollment in Vocational Home Economics programs is nontraditional for adult male students, but continues to be gender balanced for secondary students.

SECTION II

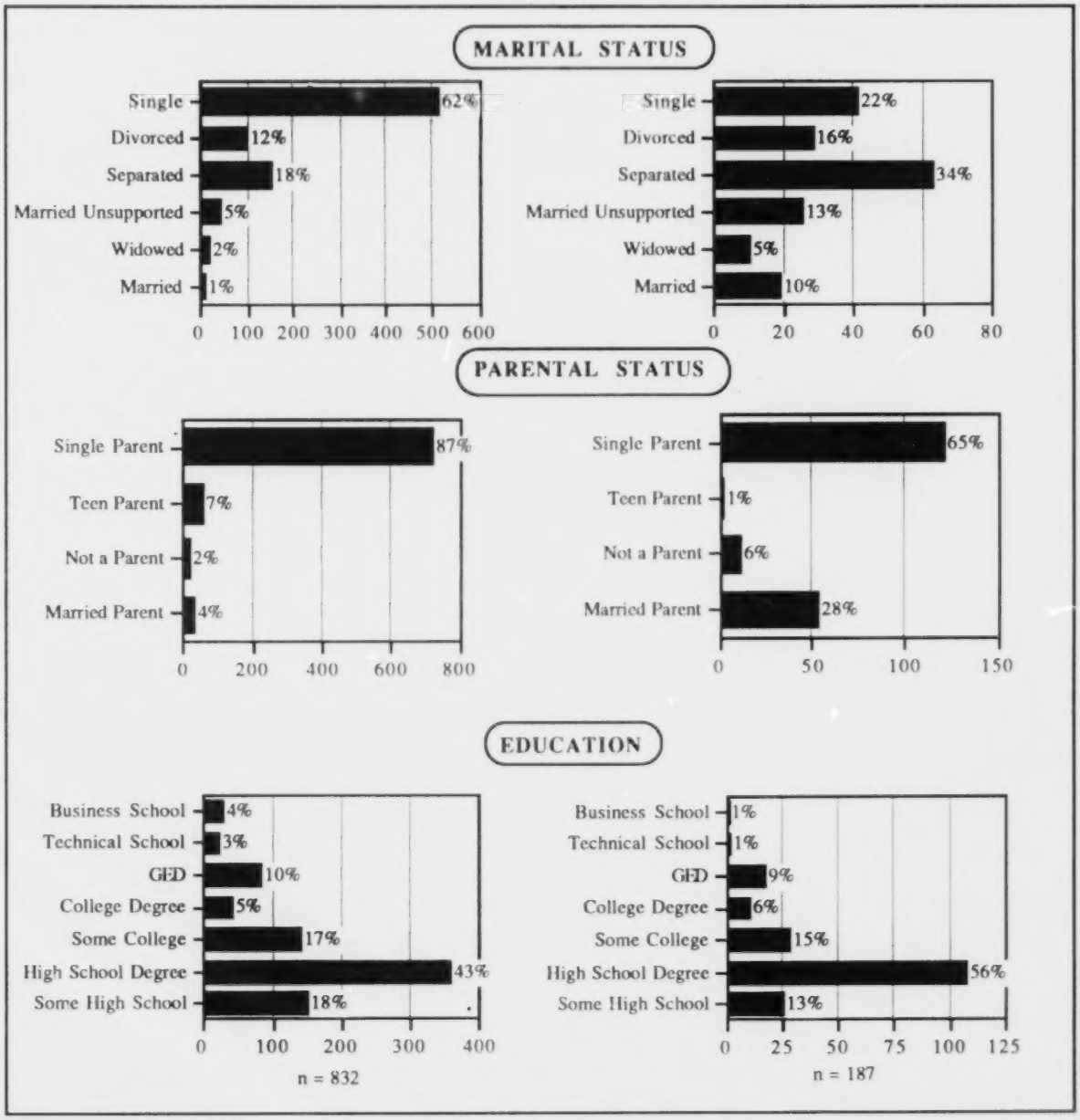
PROFILE OF SINGLE PARENTS AND DISPLACED HOMEMAKERS 1996-97



In the 1996-97 program year, 1,019 participants were enrolled in 24 New Jersey single parent/displaced homemaker and single pregnant women programs. The 16 Single Parent/Homemaker programs served 832 participants and the 8 New Beginnings programs served 187 participants. The average profile shows that in both program categories 95-96 percent of the participants are female. Racial distribution for the Single Parent/Homemaker programs shows that a majority (53%) are Black and in the New Beginnings programs the majority (64%) are White.

Single Parent/Homemaker Programs (16)

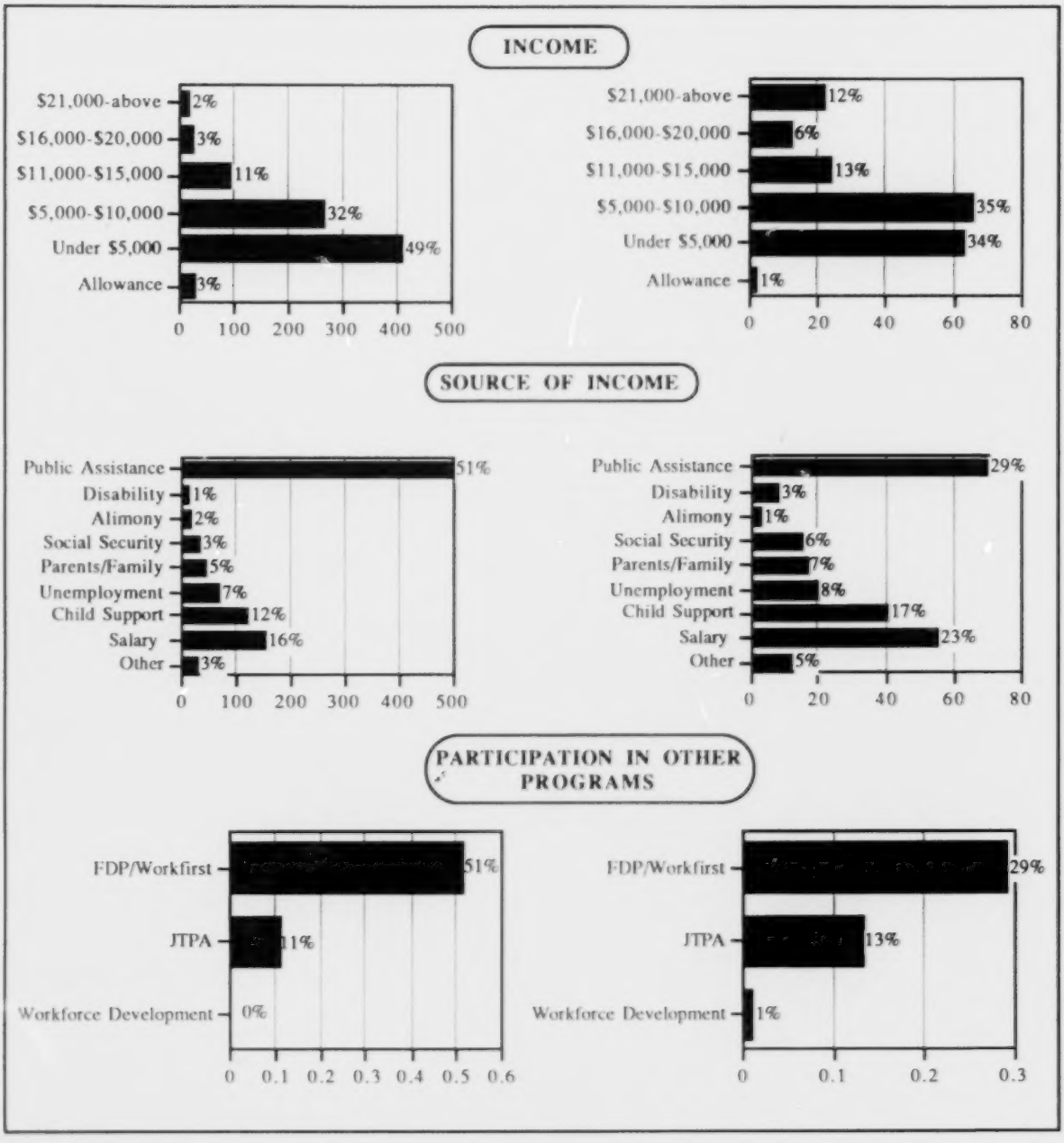
New Beginnings Programs (8)



Marital status for single parent/homemaker program participants shows that 62 percent are single, while a total of 76 percent of New Beginnings participants are either single or separated. In both programs the majority of people are single parents and have completed high school.

Single Parent/Homemaker Programs (16)

New Beginnings Programs (8)



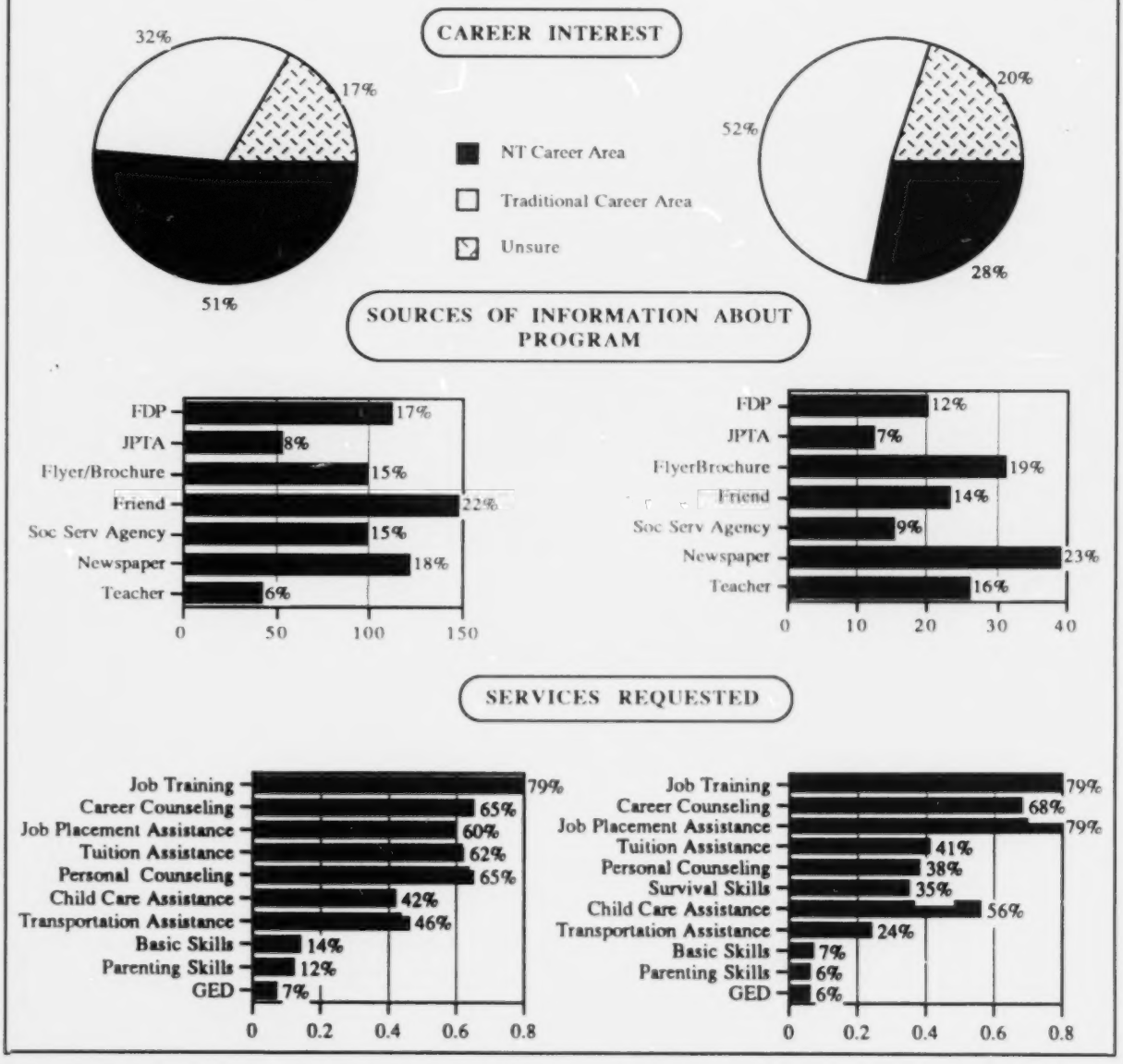
Participant income in each program category shows that the majority (84 percent of single parent/homemakers and 70 percent of New Beginnings participants) have incomes under $10,000.

Public assistance is the main source of income for 51 percent of single parent/homemakers and 29 percent of New Beginnings clients.

Fifty one percent of single parent/homemakers and 29 percent of New Beginnings participants are enrolled in the Family Development /Workfirst program.

Single Parent/Homemaker Programs (16)

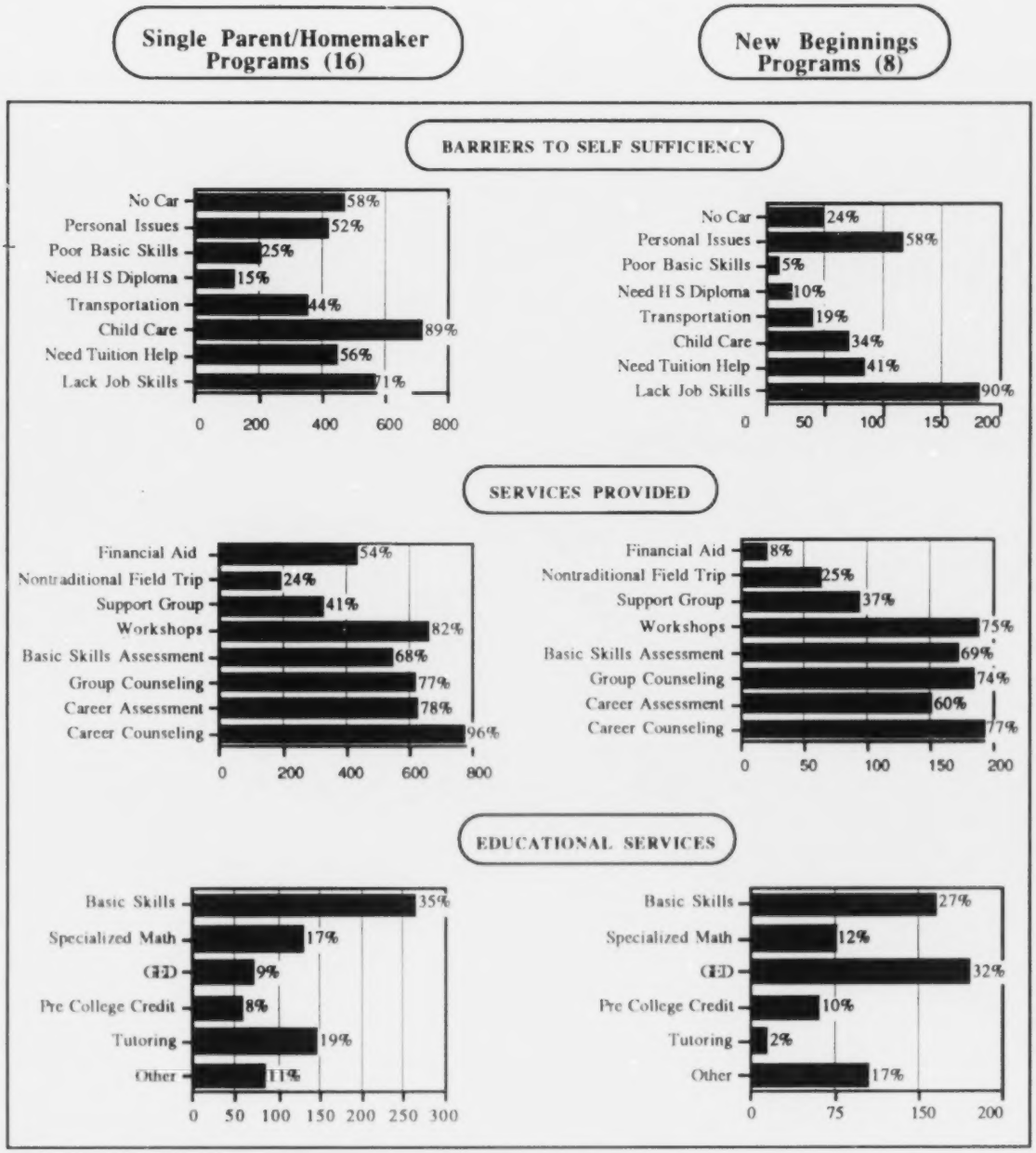
New Beginnings Programs (8)



Nontraditional career areas are of interest to 51 percent of single parents/homemakers and 28 percent of New Beginnings participants.

Each group learned about the programs from a variety of sources including the newspaper, a friend, flyer/brochure or the Family Development Program.

Multiple responses to services requested show that the most desired services by both groups are job training, career counseling and job placement assistance.



Multiple responses are indicated for barriers to self sufficiency, services provided and educational services. The most cited barriers to self sufficiency by respondents were lack of job skills, need for tuition, child care and transportation.

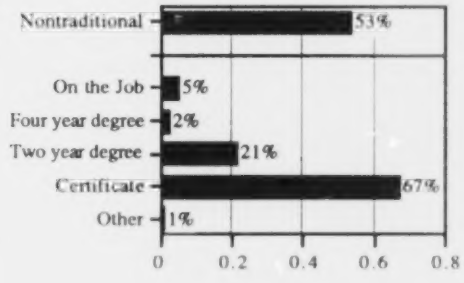
The services provided graph shows career assessment, personal and group counseling are important needs of participants along with basic skills assessment.

The educational services that the programs provide show that basic skills training was the most utilized service by both groups as well as preparation for obtaining a GED (32%) by New Beginnings participants.

Single Parent/Homemaker Programs (16)

New Beginnings Programs (8)

OCCUPATIONAL EDUCATION



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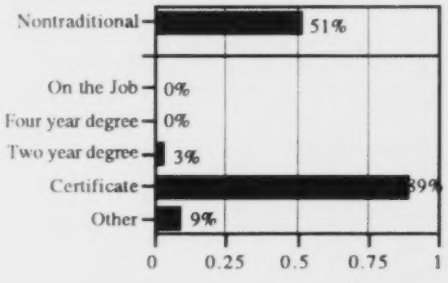

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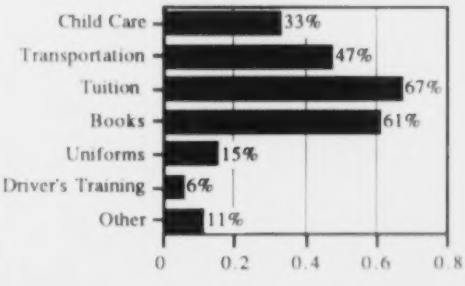
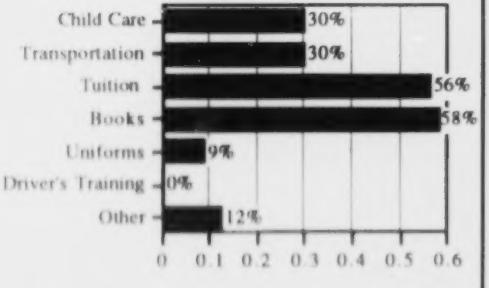
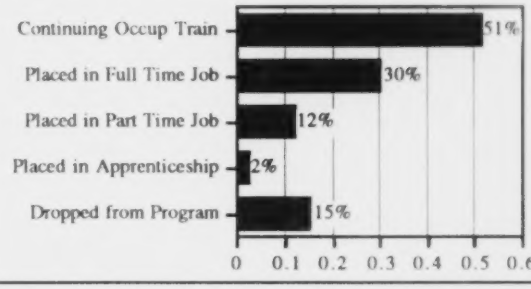
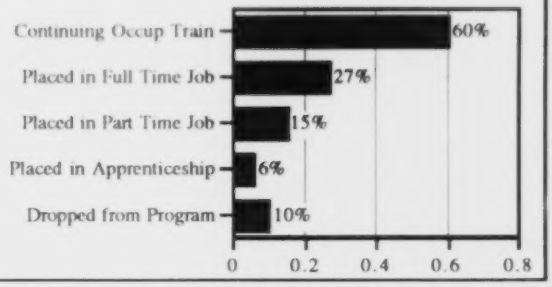
FINANCIAL ASSISTANCE





PLACEMENT STATUS





Fifty three percent of single parent/homemaker participants and 51 percent of New Beginnings participants in occupational education were in areas nontraditional for their gender.

While the need for child care, transportation and financial assistance are important to participants, both program categories show that the most utilized assistance was for books and tuition.

The placement status of participants in both programs shows that in each category the largest number of participants are continuing in occupational education and approximately one third had been placed in jobs by June, (or May) 1997. Placements will continue through October 1997.

SECTION III

SURVEY OF SINGLE PARENT & DISPLACED HOMEMAKER PROGRAM PARTICIPANTS

At the end of 1996, as part of its evaluation of the success of services provided by Perkins Act projects in promoting high skill training and placement, the Career Equity Assistance Center for Research and Evaluation conducted a follow up survey of 1,815 participants in Perkins funded single parent and displaced homemaker programs in New Jersey between 1995 and 1996.

This study sought to accomplish the following objectives:

- Obtain a demographic profile of participants in Single Parent and Displaced Homemaker programs in New Jersey.
- Determine the level of preparation and quality of the occupational training programs.
- Assess the quality of the services provided by the various training institutions.
- Identify barriers which limit participants from entering nontraditional occupations.
- Identify the services participants believed they still needed in order to improve their occupational situation.

The survey was mailed to recipients of equity services with a stamped return envelope. The response data were summarized and analyzed by computer, for frequency distributions and percentages. This report of the survey results has been compiled for submission to the Department of Education and for distribution to equity organizations and individuals.

SURVEY RESULTS

Demographics

Each of the 1,815 clients from the Single Parent & Displaced Homemaker programs received a follow-up survey. Of those, 11.3% (205) completed and returned the form. Participants in the survey were

- female (94%)
- Caucasian (48%), African American (33%) or Hispanic (12%)
- between 30 and 39 years of age (40%)
- single (37%) or divorced (31%) and
- parents (94%)

Training Quality Rating

Respondents were asked to rate the preparation and quality of their occupational training on a scale of 1 (very poor) to 6 (very good). Over one half of the participants rated services in the top two categories, with 24% calling them very good and 34% rating them good (see Figure 1). Another third indicated that they considered the training average (16%) and fair (13%). The remaining respondents designated the training as poor (8%) or very poor (3%). Two percent did not answer the question.

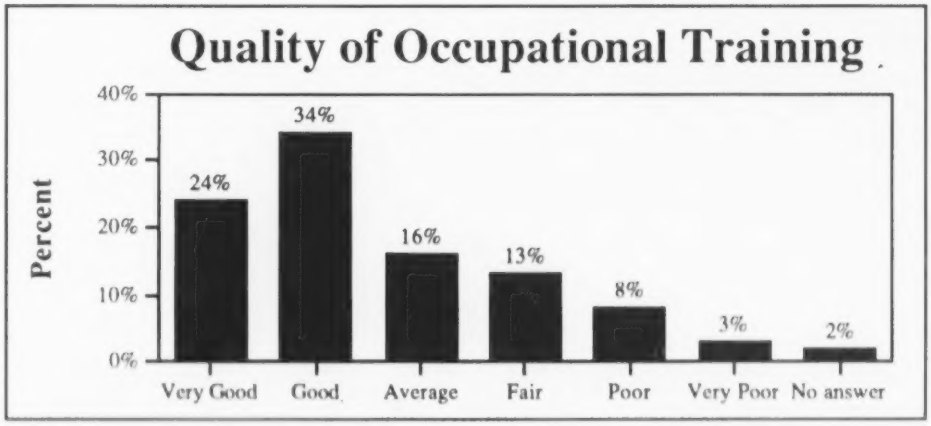


Figure 1

Quality Rating - Program Services

The participants were asked to assess the services provided by the various programs Respondents overwhelmingly indicated that the overall quality of the single parent and displaced homemaker programs in which they had participated (see Figure 2) was either very good (24%) or good (34%). Only 9% rated the program as either poor or very poor.

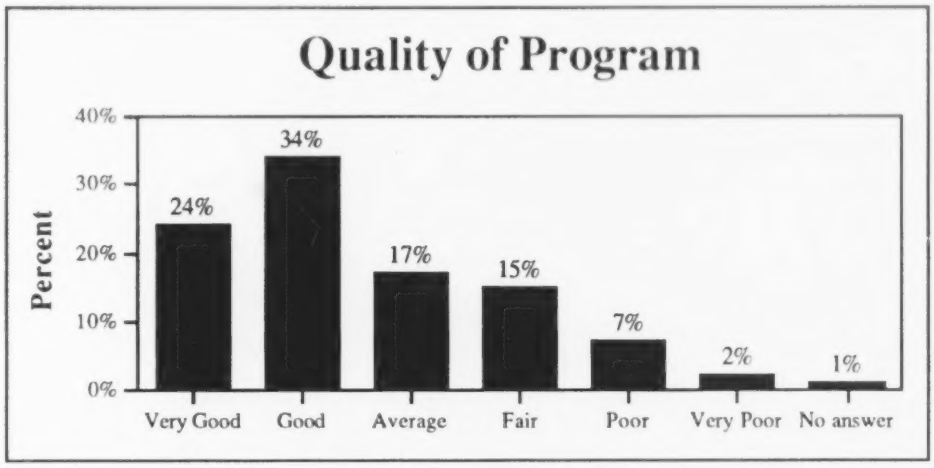


Figure 2

BARRIERS TO NONTRADITIONAL OCCUPATIONS

Participants were asked to indicate from their experience the reasons more people do not enter nontraditional occupations. The broad distribution of their responses underlines the variety of factors operating as real or perceived barriers to nontraditional employment (see Figure 3). Respondents were asked to choose all they felt applied, therefore, the percentages, for each option, reflects the number of answers based on the total participants. Discrimination (51%), lack of accurate information (43%) and preconceived notions about who should perform the job (41%) were the most frequent responses. Participants responded that unavailability of training (36%) and sexual harassment (32%) were barriers. Nontraditional careers not being presented as an option was cited by 31% of the respondents. The concept that the work is too heavy and dirty, discouragement from family and friends and the possibility of being considered unfeminine or unmasculine were all considered a barrier by 28% of those participating. The factors of the low pay and the fear of bodily harm were also seen as difficulties by 23% of the respondents. The belief that too much math is required was cited by 16% while only 9% noted a fear of being labeled gay.

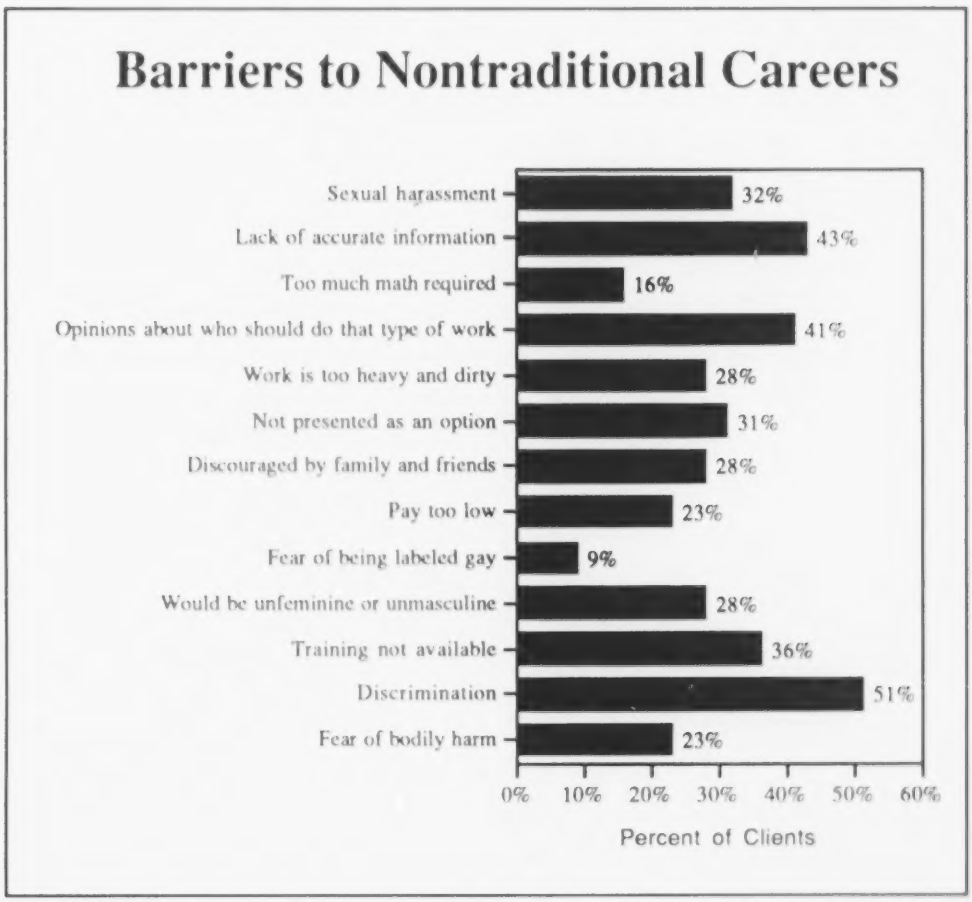


Figure 3

OUTCOME AND NEEDS

Respondents reported that the services most needed in order to improve their occupational situation were (see Figure 4), more occupational training (24%), help in finding a job (23%), and assertiveness training (12%). Other current priority needs were indicated as support groups (8%), counseling (8%) or survival skills (8%). Job rights information was most needed by 6% and parenting classes by 4%. Three percent indicated priority needs in some category other than the above mentioned, while 5% did not answer.

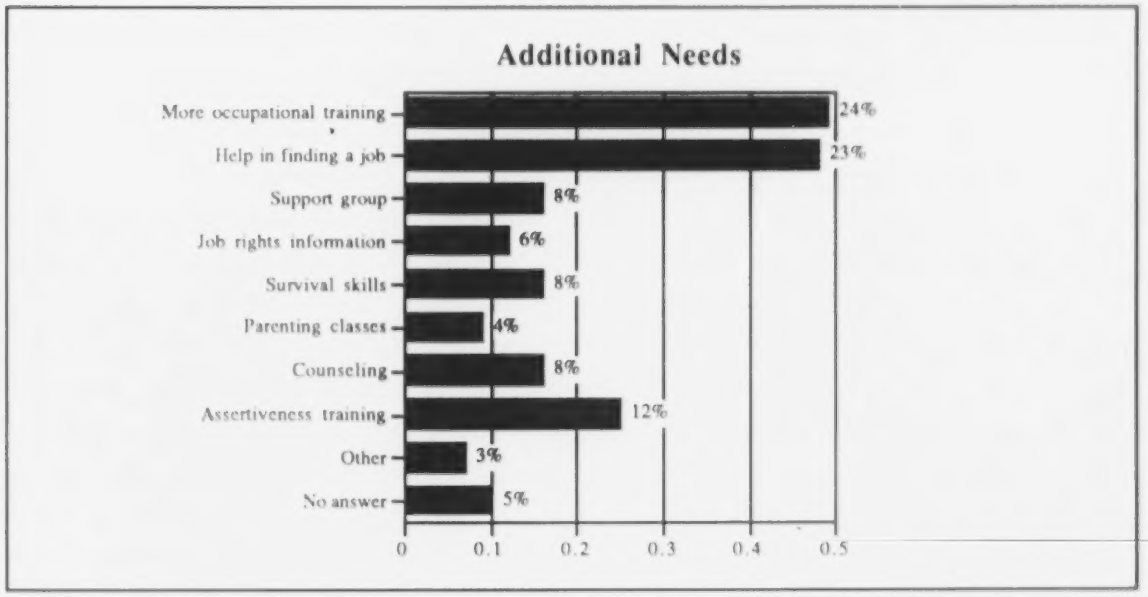


Figure 4

SUMMARY

The purpose of this study was to evaluate New Jersey's Single Parent and Displaced Homemaker programs in order to offer suggestions so that those programs can continue to effectively assist the target population attain economic self sufficiency. To evaluate program objectives, participants were asked to complete a survey. Data were collected, via a mailed questionnaire, directly from single parents and displaced homemakers. The findings of this study indicate that the majority of respondents felt that the Single Parent and Displaced Homemaker program they attended and the occupational training received were either good or very good. However, respondents suggested that many additional services are still required to improve their occupational situation, most notably, more occupational training and assistance in finding a job. Respondents added that there are many perceived barriers present which limit people from entering a nontraditional occupation.

The results of this study show that New Jersey's Single Parent and Displaced Homemaker programs are effective in combating stereotypes about nontraditional occupations and supporting a population in need.

CAREER EQUITY ASSISTANCE CENTER FOR MARKETING AND RESOURCES

The goal of the Career Equity Assistance Center for Marketing and Resources is to make nontraditional and high wage occupational training more accessible to all students by eliminating gender barriers to access to these training programs.

The objectives of the Career Equity Assistance Center for Marketing and Resources include:

1. To increase awareness about careers which are nontraditional for females and males among students parents, and educators.
2. To increase knowledge about careers which are nontraditional for females and males among students parents, and educators.

The objectives were accomplished by the following activities:

- development and implementation of Careers 2000 - a 10th grade career development program.
- production and 4,000 Sexual Harassment and Gender-Fair Calendars and Book covers.
- production and distribution of 4,000 NJ Women in math, science and technology history poster .
- production and distribution of 2,000 sets Nontraditional Role Model Career Cards.
- production and distribution of 2,000 Brochures of Equity Projects and Services.
- production and distribution of 2,000 Inservice Packets and Folders.
- reproduction and distribution of 100 "Mythbusters I, II, and III" videos promoting nontraditional careers.
- reproduction and distribution of the "Sending the Right Signals" video about sexual harassment
- Equity Traveling Exhibit and Conference Participation

The 12th Annual Equity Hall of Fame recognized 123 individuals from 30 agencies and 129 Pride Model Programs. In addition to distributing resources, Career Equity Assistance Center for Marketing and Resources staff members fielded informational questions ranging from the definitions of nontraditional careers, what classroom activities were to promote nontraditional careers and equity, nature of the resources available and their uses, the availability of other services such as equity training for educators and students, and notification of nontraditional job opportunities.

Awareness was increased through the production and distribution of the following products and resources:

- 4,000 Sexual Harassment and Gender-Fair Language Calendars and Book covers
- 4,000 New Jersey women in history in the areas of math, science & technology
- 2,000 sets of Nontraditional Role Model Career Cards
- 2,000 Equity Service & Resource Brochures
- 2,000 Inservice Folders containing Equity Resources
- 100 Mythbusters I, II & III videos
- 200 Equity Activities for Accomplishment of CCCS

The knowledge of NT Careers Objective was accomplished through the Careers 2000-Career development program for 316 students. A manual was developed containing career assessments and labor market information.

CAREER EQUITY ASSISTANCE CENTER FOR TRAINING

The Career Equity Assistance Center for Training (CEAC-T) is located at The College of New Jersey. CEAC-T offers training and Staff Development programs to students, educators, adults, and agencies interested in increasing career options in trade and technical areas, creating an equitable environment in the classroom and workplace, and increasing awareness and knowledge about equitable behaviors in schools and in the workplace.

During the past year, the training services have included:

- ASETS (Achieving Sex Equity Through Students): 220 students and faculty from 10 districts attended seven, two-day leadership training programs focusing on sex role stereotyping and its affect on career choice, including nontraditional career options. Additionally, 420 students and educators from 27 districts attended a one-day ASETS conference.

- PRIDE (Peace, Respect, Inclusion, Diversity, Equity) Conference: In co-sponsorship with the NJ Department of Education, Office of Bilingual Education and Equity Issues, the PRIDE Model Programs Conference was held for 420 educators representing 52 districts statewide.

- Equitable School: Expecting Success: 178 educators from 71 districts were trained at two, one-day programs on infusing the equity learning activity packets into the NJ Core Curriculum Content Standards.

- ASETS/ Equity Exchange Newsletters: 3,000 copies of three issues of the ASETS Exchange equity newsletter for students were distributed; 12,500 copies of six issues of The Equity Exchange Newsletter were disseminated statewide and nationally.

- The Equity Ensemble: 2,877 students from nine school districts attended performances of the Ensemble, a traveling group of high school students who perform a series of skits about the effects of sex role stereotyping on career choice.

- Inservice Training for Educators and Service Providers: 375 educators from 102 districts inservices on various equity issues, including diversity and infusing equity into the core curriculum content standards through classroom activities.

- True Colors Diversity Training: 419 students and 49 educators from 30 districts attended nine, one-day True Colors training readiness skills, by exploring career options through the four personality types.

CEAC-T offers equity training to educators statewide by request. During the past year, CEAC-T responded to 710 phone calls and sent 378 faxes and 109 letters and memos relating to requests for technical assistance and equity training and information.

CAREER EQUITY ASSISTANCE CENTER FOR RESEARCH AND EVALUATION

The Career Equity Assistance Center for Research and Evaluation (CEAC-R&E), located at Montclair State University, provides direct services to New Beginnings and single parent programs throughout the state. The goal of the Center is to make nontraditional and high-wage occupational training more accessible to all students by eliminating barriers to access to these training programs. Activities undertaken in accomplishing this goal are divided into three major areas:

- **Increasing the accountability and effectiveness of projects funded through the sex equity set aside.**
  * Data Collection: Dedicated software has been developed to facilitate data collection. Monthly summaries are prepared from data from the 24 programs and a year end report summarizes the demographics and activities of the 1,109 participants in the single parent/displaced homemakers and gender equity programs. Technical assistance is provided through orientation workshops, on-site visits, computer training and telephone assistance.
  * Enrollment Evaluation: Data received from the NJ Department of Education on 1997 enrollment were analyzed, including categories for both secondary and adult programs. Data was analyzed to compare enrollments by gender and occupational program to previous years. A list of secondary and adult programs which are considered nontraditional was developed with corresponding enrollments.

- **Evaluating the success of services provided by programs funded by the Perkins Act in occupational training and placement.**
  * Program Evaluation: Pre and post test scores were input from four tests to measure changes in knowledge, attitudes and self-esteem. A total of 2513 tests were collected and tabulated. Results were statistically analyzed and distributed in a research profile.
  * Follow-up Evaluation: During program year 1997, evaluation measures were mailed to 1,815 participants from equity programs funded during 1994, 1995 and 1996. Complete responses were received from 205 participants. Data were analyzed and published in the Enrollment Report.

- **Increasing knowledge of barriers to access to careers which are nontraditional for males and females by programs funded through the sex equity sex aside.**
  * Nontraditional Career Interest Inventory (NCII): Scores from 406 equity program participants were input and analyzed to increase the utility of this previously developed instrument by documenting and expanding possible interpretation. Scores from an additional 88 Careers 2000 students will further expand the scope of the instrument.
  * Statistical Profile: Data from a variety of sources were analyzed and a report prepared to document the current status of women in the State of New Jersey.

The following publications were completed and distributed to approximately 2,000 individuals and organizations nationwide:

- **Enrollment Report**: An annual report presenting enrollment statistics from the New Jersey Department of Education, Office of Bilingual Education and Equity Issues on secondary and adult occupational program enrollment, single parents and homemakers and related services and students in gender equity programs.
- **Statistical Profile**: An annual report presenting census and state data profiling women in New Jersey, Aid to Families with Dependent Children (AFDC), Women and Infant Children (WIC), national poverty thresholds, Public School dropouts, domestic violence and child abuse cases are reported.
- **Evaluation Report**: Results of the pre and post test scores from tests to measure changes in knowledge, attitudes and self-esteem were published in a single evaluation report.

Recommendations for Achieving Gender Equity

In 1990, the Bureau of Gender Equity in the New Jersey State Department of Education established long term goals related to the sex equity requirements of the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392. Evidence presented in this enrollment report indicates substantial progress in meeting these goals. The State Employment and Training Commission's Gender Equity Task Force, in the recently published reports, *Leveling the Playing Field* and *Balancing the Equation*, related recommendations to accomplishing these goals to these specific barriers.

Barrier: Invisibility

Invisibility is eliminated when deliberate action is taken to bring about awareness and education of all those involved from policy makers to parents, community members and most importantly to students from early childhood to adults. Students, educators and policy makers should all understand the ramifications of sex role stereotyping for individuals as well as for the economy at large. Recommendations include:

- Curriculum for occupational programs should include topics such as how gender role stereotyping has contributed to occupational segregation and wage inequities in the labor market, and the benefits of careers in higher skilled occupations, including those in the fields of math, science and technology.
- Occupational programs should emphasize the benefits of nontraditional employment for women in recruitment materials.

Barrier: Curriculum and Classroom Instruction

Materials presented to students must be free from any bias that may "steer" them into some career paths over others. In addition, materials can be used to overcome past practices of sex segregated occupational stereotyping by depicting appropriate role models, especially in nontraditional areas.

Barrier: Professional Development and Classroom Instruction

Professional development which incorporates an understanding of gender equity, sex role stereotyping and the ramifications of sexual harassment is essential. Equity awareness should be raised among all those who work directly with students in either school or work based settings. The Task Force recommended the incorporation of the following:

- That all administrators and educators in the New Jersey public education system be knowledgeable about gender equity issues including establishing an equitable school climate, practicing gender fair instructional methods, implementing gender equity laws, infusing gender equity standards into the curriculum, teaching/facilitating for varied learning styles, presenting information about career areas nontraditional for a student's gender, and ensuring access to all educational programs.

Barrier: Data Collection

Adequate data collection and accountability are necessary to measure achievement, properly enforce existing laws and regulations, and to provide meaningful technical assistance to those programs which lack the information or expertise to make gender equity a fundamental part of all courses and programs including School-to-Work.

Barrier: Support Services

It is imperative that girls at risk for dropping out of school due to teen parenthood are given every opportunity to pursue occupational/career programs to assist them in moving into the workforce. Provision of supportive services must be an essential part of the strategy to keep these young women in school and on track to move on to further education and into the workforce.

Barrier: Sexual Harassment
Sexual harassment has no place in school or work settings. The consequences are far too costly for the current and future workforce. All learning environments should be free from harassment and promote respect.

The sex equity programs funded through the Perkins Act and administered by the Office of Bilingual Education and Equity Issues, New Jersey Department of Education, conduct activities specifically related to each of these barriers. Three Career Equity Assistance Centers provide centralized technical assistance to programs located throughout the state. The goal of these centers is to make nontraditional and high-wage occupational training more accessible to all students by eliminating the gender barriers that limit access to these programs. In addition to their separate responsibilities, the Centers are currently cooperating in bringing a series of equity activities to students in special needs districts in New Jersey.

The Career Equity Assistance Center for Research and Evaluation at Montclair State University increases the accountability of the New Beginnings and single parent programs by collecting, tabulating and analyzing data on a continuous basis. In addition, the Center collects data from a variety of sources and makes available data documenting the status of women in New Jersey and conducts ongoing evaluation of programs funded by the Perkins set aside.

The Career Equity Assistance Center for Training at the College of New Jersey offers training and staff development programs to students, educators, adults and agencies interested in increasing career options in trade and technical, creating an equitable environment in the classroom and workplace and increasing awareness and knowledge about equitable behaviors in schools and in the workplace. Training is offered to all educators statewide, as well as regionally and nationally by request.

The Career Equity Assistance Center for Marketing and Resources at Middlesex County Vocational & Technical Schools increases awareness and knowledge about careers which are nontraditional for females and males among students, parents and educators through a wide variety of educational and promotional materials and through the Equity Recognition Program which honors students throughout the state annually. Additionally, the Center has organized Careers 2000, statewide trainings to increase awareness of tenth grade students to nontraditional career paths.

The final barrier to nontraditional careers included in *Balancing the Equation,* places particular emphasis on the contribution of the Perkins funded sex equity programs by specifically recommending the continuation of funds. The report specifically emphasizes that programs and activities which ensure gender equity in education and training must be supported with resources. Recommendations of the report include:

- **New Jersey should allocate a percentage of its federal vocational education grants to be used for gender equity programs. These funds should be used to support the following kinds of initiatives:**
  - *** Single parent and displaced homemaker survival skills and high wage, high skill nontraditional training programs;**
  - *** Establish statewide career equity assistance centers focusing on training, marketing and evaluation;**
  - *** Administer pilot gender equity nontraditional occupational education programs for Work First recipients; and**
  - *** Administer pilot gender equity nontraditional career education programs for at risk youth.**

SECONDARY PROGRAM ENROLLMENT - 1996

Program Cluster	Program	% Female	% Male	Total Enrollment
Business Management/Admin. Services	Legal Admin Assis/Secretary	100%	0%	9
	Medical Admin Asst/Secy	84%	16%	185
	Admin Asst/ Secretary Science	61%	39%	12818
	Gen Office/ Clerical/Typing	58%	42%	8097
	Information Proc/Data Entry	56%	44%	718
	Mgmt Info Sys/ Business Data	53%	47%	5657
	Accounting Technology	52%	48%	3734
	Office Supervise/Management	50%	50%	188
Computer/Information Sciences	Comp Programming	47%	53%	208
Construction Trades	Painter/Wall Coverer	22%	78%	23
	Bldg/Prop Maint/Mgr	14%	86%	543
	Plumber/Pipefitter	8%	92%	280
	Carpenter	7%	93%	2224
	Electrician	5%	95%	693
	Mason/Tile Setter	0%	100%	104
Engineering Related Technology	Computer Maintenance Technology	27%	73%	195
	Heating	22%	78%	72
	Architect Engineering Technology	9%	91%	23
	Electronic/Communic Engineering	8%	92%	381
	Auto Engine Technology	6%	94%	200
	Electrical Mechanical Technology	2%	98%	54
Health Professions/Related Services	Health Unit Cord/Clerk	100%	0%	16
	Medical Office Management	100%	0%	5
	Medical Records Technology	100%	0%	3
	Health Aide	91%	9%	410
	Dental Assistant	90%	10%	94
	Nurse Asst/Aide	86%	14%	484
	Pract Nurse/ LPN Training	84%	16%	151
	Health & Medical Diag/Trmt Srvc	54%	46%	50
Marketing Operations/Distribution	Fashion Merchandising	99%	1%	67
	Business Services/Marketing Op	98%	2%	45
	Hospitality/Recreation Operations	70%	30%	27
	Entrepreneurship	55%	45%	11
	Hotel/Motel Service Operations	53%	47%	30
	General Marketing Operations	51%	49%	5000
	Food Production Retail/Wholesale	47%	53%	627
	General Selling Skills/Sales	46%	54%	125
Mechanics and Repairers	Business Machine Repair	36%	64%	14
	Communication Systems Instl/Rep	8%	92%	117
	Industrial Electric Instl/Repair	7%	93%	87
	Small Engine Mechanic/Repair	6%	94%	143
	Automotive Body Repair	5%	95%	143
	Heating	5%	95%	785
	Automotive Mechanics Technician	4%	96%	2148
	Mechanics/Repairers	3%	97%	39
	Diesel Engine Mechanical Repair	2%	98%	263
	Vehicle Repair	11%	99%	86
	Stat Energy Service/Installation	0%	100%	27
Personal and Miscellaneous Services	Cosmetologist	97%	3%	2125
	Cosmetic Serv	93%	7%	42
	Baker/Pastry Chef	92%	8%	219
	Kitchen Pers/Cook/Asst	50%	50%	1157
	Culinary Arts/ Chef Training	39%	61%	1214
Precision Production Traders	Mech Typeset/Compose	64%	36%	28
	Upholsterer	50%	50%	2
	Graph/Printing Op	40%	60%	818
	Mechanical Drafting	39%	61%	80
	Lithographer/Platemaker	39%	61%	62

	Cabinet Maker/Mill Worker	32%	68%	53
	Machinist/Machine Tech	30%	70%	10
	Drafting	21%	79%	1437
	Machine Shop Asst	9%	91%	375
	Welder/Welding Technician	8%	92%	493
	Precision Prod Trades	7%	93%	15
	Architectural Drafting	6%	94%	83
	Sheet Metal Worker	6%	94%	17
Vocational Home Economics	Clothing	99%	1%	71
	Child Care Provider	90%	10%	512
	Commercial Apparel Work	79%	21%	202
	Inst. Food Worker/Admin	22%	78%	9

ADULT PROGRAM ENROLLMENT - 1996

Program Cluster	Program	% Female	% Male	Total Enrollment
Business Mgmt/Admin Services	Accounting	42%	24%	66
	Admin Asst	73%	27%	856
	Legal Admin	91%	9%	44
	Gen Office/ Clerical/Typing	76%	24%	146
	Mgmt Info Sys/ Business Data	64%	36%	1753
Construction Trades	Mason/Tile Setter	3%	98%	40
	Carpenter	13%	87%	460
	Electrician	4%	96%	782
	Bldg/Prop Maint/Mgr	21%	79%	162
	Plumber/Pipefitter	6%	94%	373
Engineering Related Technology	Electronic/Communic Engineering	7%	93%	353
	Computer Maintenance	16%	84%	101
	Electrical Mechanical Technology	83%	17%	29
	Heating	0%	100%	264
	Auto Engine Technology	8%	92%	293
Health Professions/Related Services	Dental Assistant	95%	5%	131
	Health Unit Cord/Clerk	100%	0%	32
	Medical Records Technology	93%	7%	59
	Health & Medical Diag/Trmt	79%	21%	72
	Pract Nurse/ LPN Training	88%	12%	1292
	Nurse Asst/Aide	89%	11%	453
	Health Aide	60%	40%	5
Marketing Operations/Distribution	Food Production Retail/Wholesale	57%	43%	7
	General Marketing Operations	85%	15%	20
	Hospitality/Recreation Operations	82%	18%	28
	Hotel/Motel Service Operations	50%	50%	2
Mechanics and Repairers	Communication Systems Instl/Rep	4%	96%	71
	Industrial Electric Instl/Repair	0%	100%	1
	Heating	3%	97%	448
	Stat Energy Service/Instl	5%	95%	481
	Automotive Body Repair	3%	97%	448
	Automotive Mech/Tech	4%	96%	72
	Diesel Engine Mech Repair	4%	96%	72
	Small Engine Mech Repair	9%	91%	66
	Vehicle Repair	0%	100%	4
Personal and Misc Services	Cosmetology	91%	9%	990
	Cosmetic	100%	0%	101
	Baker/Pastry	59%	41%	138
	Culinary Arts	44%	56%	237
	Kitchen	86%	14%	14
Precision Production Trades	Drafting	21%	79%	287
	Architectural	47%	53%	17
	Mechanical	6%	94%	16
	Graph	44%	56%	159
	Lithographer	39%	61%	18
	Upholsterer	82%	18%	17

	Machinist	2%	98%	46
	Machine	5%	95%	152
	Welder	5%	95%	339
	Cabinet Maker	10%	90%	73
Vocational Home Economics	Child Care	96%	4%	24
	Clothing	100%	0%	1

SECONDARY AND ADULT STUDENT ENROLLMENT SUMMARY 1994-1996

		SECONDARY STUDENTS		ADULT STUDENTS	
Program Cluster	**Year**	**Percent of Females**	**Total Students**	**Percent of Females**	**Total Students**
Business Management	1994	61	21930	79	1418
	1995	59	35132	67	3867
	1996	58	31406	68	3083
Health Professions	1994	89	1117	89	2412
	1995	86	2061	61	5453
	1996	86	1666	87	2044
Precision Production Trades	1994	14	5569	13	818
	1995	19	8457	15	1562
	1996	23	3473	17	1124
Mechanics & Repairers	1994	3	3909	4	1028
	1995	5	5795	5	2772
	1996	5	4199	5	1735
Construction Trades	1994	6	3130	<1	794
	1995	7	5042	2	1869
	1996	8	3867	8	1817
Vocational Home Economics	1994	71	8994	71	150
	1995	71	8807	78	230
	1996	75	1076	93	28
Engineering Related Technology	1994	10	1415	<1	375
	1995	11	2390	16	2134
	1996	15	1031	19	1336
Personal & Miscellaneous Services	1994	67	3305	74	922
	1995	67	5921	78	1869
	1996	68	4910	81	1480
Computer/Information Services	1994	35	206	73	45
	1995	58	720	71	203
	1996	47	208	not reported	not reported
Marketing Operations/ Distribution	1994	53	4491	71	217
	1995	52	7168	59	189
	1996	52	5932	79	57

Enrollment data for 1996 presented in the summary and enrollment tables has been compiled as of March 1997 from the Department of Education, Office of School-to-Work Initiatives. Not all school districts had reported enrollments at this time.